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The Teaching of English. By G. R. CARPENTER, F. T. BAKER, AND FRED. N. SCOTT. Pp. viii + 380. New York: Longmans, Green & Co.

WE may look hopefully into the future if every such book is as helpful as the recent contribution to the American Teachers Series, *The Teaching of English in the Elementary and the Secondary School*, by Professors Carpenter and Baker, of Columbia University, and Professor Scott, of the University of Michigan. The material of this book, founded on sound principles, deals with a problem which is at present far from solution. So comprehensive is the treatment and so fair the conclusions, that the reader feels that certain matters are really settled. The purpose of each of the collaborators evidently has been to weigh all arguments on every proposition, to show clearly what has been done, and to state what may be considered as definitely determined. Therefore, the book is not only theoretical, but extremely practical.

The first chapter, on "The Study of the Mother-Tongue," by Professor Carpenter, shows the history of instruction in the vernaculars in Europe and in the United States, and lays strong emphasis on English teaching in this country. The second chapter, on English in Elementary education, by Professor Baker, gives much interesting material on the beginnings of reading in the early primers, the beginnings of composition teaching, and concludes with many practical suggestions on the teaching of grammar, literature, and composition in the elementary department. The same plan is followed in a no less interesting manner by Professors Carpenter and Baker in chapter iii, on "English in Secondary Education," considering in detail language, literature, college entrance requirements in English. The chapters by Professor Scott deal with "The Training of the Teacher" and "Essay Correcting."

Many students will consider as not the least valuable part of the book, the thirty pages of bibliography on all phases of English work, with perhaps five hundred references carefully arranged.

There are few subjects about which there are more different opinions than the teaching of English. So no one will probably agree with all the suggestions of this volume; *e. g.*, the introduction of Anglo-Saxon into the high schools, etc.; yet the ideas in the main seem so sane and practical, the treatment so exhaustive, the subject so timely, that we have no hesitation in saying that every teacher of English should have access to this volume.

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Wordsworth's Shorter Poems, Edited with Introduction and Notes, by EDWARD FULTON. New York: the Macmillan Co. Pp. 256. Price 25 cents.

IN this latest number of the "Pocket Classics" the introduction, consisting of about seventy-five pages, includes a sketch of the life of Wordsworth and sections on the influence of his precursors, his theory of poetry, the shorter poems and his philosophy of life. In classifying the poems included in this book the editor has wisely abandoned Wordsworth's fanciful and thoroughly unsatisfactory division, and has grouped the poems selected under four heads: (1) "Lyrical Poems;" (2) "Poems of Description and Reflection;" (3) "Narrative Poems;" (4) "Sonnets." The list of poems selected is a sane one and includes nearly all the admirer of Wordsworth is

glad to see in such a collection, and none that he would have omitted as unworthy of the poet whose work was so profuse and so uneven. One cannot help wishing that some portions of the "Prelude" had been included, even at the sacrifice of the exactness of the title of the book and at the expense of some of the poems included. The omission of the "White Doe of Rylstone," the only poem in which he (Wordsworth) is thoroughly romantic, as the editor truly says, while perhaps necessary, is to be regretted.

The careful, scholarly introduction, with its wealth of footnotes, shows a thorough preparation on the part of the editor, a preparation we find wanting in many of our school editions, and atones in part by its charming style for the infringement upon space which should have been devoted to the poems. The editor has a crisp way of restating things familiar regarding the life of the author and of adding just those less known facts that give to the biography a pleasing freshness. The summaries of Wordsworth's attitude toward nature and of his views on education are admirable.

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BOOKS RECEIVED.

[The notice here given does not preclude the publishing of a comprehensive review of any of these books.]

Hero Stories from American History. By Albert F. Blaisdell and Francis K. Ball. Pp. 255. Boston: Ginn & Co.

This book is intended to be used as a supplementary historical reader for the sixth and seventh grades of our public schools.

Beginnings of Rhetoric and Composition. By Adams Sherman Hill. 12mo, pp. 522. Price, \$1.25. Cincinnati: American Book Co.

The aim of this book is to teach young writers to express themselves correctly, not by dry mechanical devices, but by stimulating them to put their natural selves into their compositions.

Some Useful Animals. By John Monteith. 12mo, pp. 232. Price, 50 cents. Cincinnati: American Book Co.

The subjects treated in this book are intended to assist in nature-study and give aid in learning to read.

Selections from Latin Prose Authors for Sight Reading. By Susan Braley Franklin and Ella Katherine Greene. 12mo, pp. 80. Price, 60 cents. Cincinnati: American Book Co.

The material in this book is suitable for students in the last year of a college preparatory course or in the freshman year in college.

The Story of the Philippines. By Adeline Knapp. Pp. 295. Price, 60 cents. Boston: Silver, Burdett & Co.

This is a story at first hand, the material being gathered on the spot and not from a cyclopedia. It is arranged for use in the schools of this country, so that the boys and girls may have a clearer idea of our new possessions.